

Walker-Gamble Elementary

2358 Walker-Gamble Road

New Zion, SC 29111

Grades	PK-5 Elementary School	
Enrollment	614 Students	
Principal	Sheila C. Floyd	843-659-2102
Superintendent	Dr. Connie Dennis	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Excellent*
2008	Average	At-Risk
2007	Average	Average
2006	Average	At-Risk
2005	Average	Below Average

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

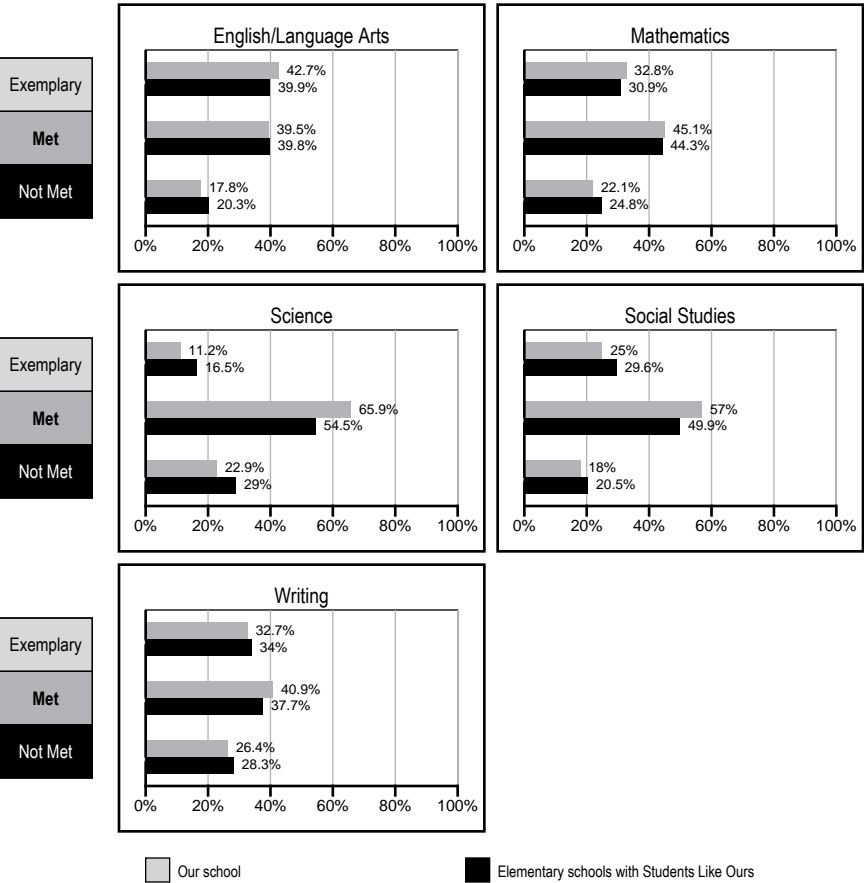
99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	29	52	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=614)				
First graders who attended full-day kindergarten	96.1%	Down from 97.9%	100.0%	100.0%
Retention rate	4.9%	No Change	1.9%	1.9%
Attendance rate	95.0%	No Change	96.2%	96.3%
Eligible for gifted and talented	10.3%	Down from 14.1%	11.0%	10.0%
With disabilities other than speech	7.6%	Up from 6.4%	8.6%	7.7%
Older than usual for grade	4.4%	Up from 3.3%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	55.8%	Down from 57.8%	59.0%	59.4%
Continuing contract teachers	81.4%	Up from 73.3%	84.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	100.0%	Up from 96.0%	86.4%	85.9%
Teacher attendance rate	94.1%	Down from 96.3%	95.3%	95.1%
Average teacher salary*	\$46,067	Up 4.7%	\$46,824	\$47,149
Professional development days/teacher	11.9 days	Up from 10.0 days	11.6 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.3 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.5%	Down from 90.4%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 99.1%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,190	Up 6.2%	\$7,126	\$7,458
Percent of expenditures for instruction**	69.9%	Down from 70.0%	68.1%	68.8%
Percent of expenditures for teacher salaries**	64.0%	Up from 62.6%	64.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

THE 2008-2009 SCHOOL YEAR AT WGE WAS FILLED WITH MANY ACCOMPLISHMENTS, ACTIVITIES, AND EVENTS. STUDENTS AND TEACHERS EXCELLED IN MANY WAYS. CEREMONIES HELD AT THE END OF THE YEAR ARE AN EXCELLENT WAY TO RECOGNIZE THE MANY GREAT ACCOMPLISHMENTS THAT TOOK PLACE. STUDENTS AND WORKERS HAD A FULL SCHEDULE OF EDUCATIONAL EFFORTS AIMED AT PROMOTING THE ADVANCEMENT OF EVERY CHILD, THE SCHOOL, AND OUR COMMUNITY. WE ARE GREATLY ASSISTED BY OUR PTO AND OTHER SUPPORT FROM MANY PARENTS, GRANDPARENTS, AND OTHER COMMUNITY VOLUNTEERS. WE ARE PLEASED TO BE ABLE TO RECOGNIZE A NUMBER OF VOLUNTEERS AND PARENTS IN OUR SPECIAL END-OF-YEAR CEREMONIES.

OUR THEME FOR THE PAST YEAR WAS "JUMPING FOR SUCCESS." OUR LESSONS, GOALS, AND COURSES OF STUDY ARE STANDARDS-BASED AT EACH GRADE. WE ARE DILIGENT IN OUR EFFORTS TO PROVIDE A HIGH QUALITY EDUCATION FOR ALL STUDENTS. BY DOING SO, WE GIVE OUR STUDENTS THE BEST HELP POSSIBLE FOR THEIR LIVES AND FOR OUR GREAT STATE.

OUR STUDENTS WERE ASSESSED WITH THE NEW PASS TEST. WE COMPLETED THE WORK TO BE NAMED A "GOVERNOR'S READING HONOR ROLL SCHOOL" FOR EIGHT CONSECUTIVE YEARS. WE WERE ONE OF FIVE SCHOOLS TO RECEIVE 100 BOOKS FROM SCHOLASTIC AND THE OFFICE OF THE GOVERNOR'S WIFE. MANY TEACHERS RECEIVED VARIOUS GRANTS TO RECOGNIZE THEIR EFFORTS AND ALLOW THEM THE OPPORTUNITY TO OFFER NEW MATERIALS AND EXPERIENCES. WE ATTENDED MEETINGS, COURSES, AND WORKSHOPS TO LEARN MORE, AND STAY ON TOP OF NUMEROUS REQUIREMENTS NEEDED TO DO OUR BEST. SOME WORKERS SERVE ON A DISTRICT LEADERSHIP TEAM TO ASSESS PRACTICES, NEEDS, AND STRENGTHS, AND OTHERS SERVE ON A TECHNOLOGY COMMITTEE THAT LOOKS AT PROCEDURES AND POLICIES IN THAT AREA.

WE ARE CONTINUING OUR EFFORTS TO PROMOTE GOOD CHARACTER DEVELOPMENT. SCHOOL WORKERS ARE ENCOURAGED TO INCORPORATE THIS IN DAY-TO-DAY SITUATIONS, AS WELL AS HAVING SPECIFIC LESSONS DEVOTED TO THIS IMPERATIVE AREA OF HUMAN DEVELOPMENT. WE PROMOTE WELLNESS THROUGH PHYSICAL ACTIVITIES AT HOME AND SCHOOL. WE ALSO PARTICIPATE IN RECYCLING EFFORTS. A GRANT HELPED US BEGIN A "GO GREEN" PROGRAM THAT HELPED EVERYONE BECOME MORE EARTH-FRIENDLY. ALL OF THESE EFFORTS PROMOTE GOOD CHARACTER AND CITIZENSHIP IN THE SCHOOL AND COMMUNITY.

SHEILA C. FLOYD, PRINCIPAL
BRENDA HUGGINS, SIC CHAIRPERSON

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	77	35
Percent satisfied with learning environment	97.3%	90.9%	93.8%
Percent satisfied with social and physical environment	97.4%	90.8%	93.9%
Percent satisfied with school-home relations	94.7%	94.7%	82.4%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	274	100	17.2	40.2	42.5	91.2	86.7	82.8	Yes	Yes
Gender										
Male	145	100	21.4	39.3	39.3	87.9	84.3	79.3	N/A	N/A
Female	129	100	12.4	41.3	46.3	95	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	188	100	12.8	36.7	50.6	95	91.7	89.5	Yes	Yes
African American	70	100	31.8	47	21.2	81.8	72.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	14	100	7.7	61.5	30.8	84.6	88.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	37	100	44.1	32.4	23.5	58.8	45.2	52	I/S	I/S
Migrant Status										
Migrant	9	I/S	I/S	I/S	I/S	I/S	90.9	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	9.1	72.7	18.2	81.8	87.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	167	100	22.6	46.5	31	87.1	82.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	274	100	21.5	46	32.6	84.3	81.2	78.9	Yes	Yes
Gender										
Male	145	100	20.7	47.9	31.4	85	81.2	77	N/A	N/A
Female	129	100	22.3	43.8	33.9	83.5	81.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	188	100	16.1	45	38.9	88.9	87.7	87.2	Yes	Yes
African American	70	100	34.8	45.5	19.7	69.7	61.4	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	14	100	N/AV	N/AV	N/AV	92.3	94.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	37	100	47.1	41.2	11.8	52.9	41.9	45.5	I/S	I/S
Migrant Status										
Migrant	9	I/S	I/S	I/S	I/S	I/S	100	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	N/AV	N/AV	N/AV	90.9	93.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	167	100	29.7	44.5	25.8	78.1	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	186	99.5	22.7	64.8	12.5	77.3	71.2	67.5
Gender								
Male	98	100	24.7	60.2	15.1	75.3	68.2	67
Female	88	98.9	20.5	69.9	9.6	79.5	74.2	68
Racial/Ethnic Group								
White	129	100	13	72.4	14.6	87	80.7	79.5
African American	46	100	46.5	44.2	9.3	53.5	47.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	11	90.9	I/S	I/S	I/S	I/S	69.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	21	100	44.4	38.9	16.7	55.6	40	35.6
Migrant Status								
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	63.6	59.6
Socio-Economic Status								
Subsided meals	113	99.1	32.7	58.7	8.7	67.3	62	55.1

Social Studies

All Students	185	98.9	17.6	58	24.4	82.4	72.5	72.3
Gender								
Male	101	99	16.7	54.2	29.2	83.3	73.6	71.5
Female	84	98.8	18.8	62.5	18.8	81.3	71.3	73.2
Racial/Ethnic Group								
White	122	98.4	13.8	58.6	27.6	86.2	77.3	80.7
African American	54	100	27.5	56.9	15.7	72.5	58.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	29	100	40.7	51.9	7.4	59.3	42.9	43.5
Migrant Status								
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.8	67.9
Socio-Economic Status								
Subsided meals	124	99.2	23.3	56.9	19.8	76.7	64.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	273	96	25.8	41.3	32.9	74.2	70.1	70.2	95	95
Gender										
Male	146	95.2	31.3	44.8	23.9	68.7	64.2	63.2	94.8	94.8
Female	127	96.9	19.5	37.3	43.2	80.5	76.5	77.5	95.1	95.3
Racial/Ethnic Group										
White	188	97.3	21.6	41.5	36.9	78.4	78	79.1	94.6	94.8
African American	70	92.9	41.9	40.3	17.7	58.1	46.5	57.6	95.8	95.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.4	96.4
Hispanic	13	92.3	8.3	50	41.7	91.7	83.3	62.6	95.3	95.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	35	74.3	72	20	8	28	18.9	26.1	93.5	93.7
Migrant Status										
Migrant	9	I/S	I/S	I/S	I/S	I/S	83.3	54.7	95.5	95.3
English Proficiency										
Limited English Proficient	11	90.9	I/S	I/S	I/S	I/S	81.3	61.2	95.5	95.5
Socio-Economic Status										
Subsidized meals	159	95	34.3	42	23.8	65.7	60.5	58.9	94.6	94.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	92	100	18.2	39.8	42	81.8
	4	98	100	14	38.7	47.3	86
	5	84	100	20	42.5	37.5	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	92	100	22.7	36.4	40.9	77.3
	4	98	100	12.9	54.8	32.3	87.1
	5	84	100	30	46.3	23.8	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	29.5	52.3	18.2	70.5
	4	97	100	18.5	71.7	9.8	81.5
	5	42	97.6	25	62.5	12.5	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	48	97.9	19.1	59.6	21.3	80.9
	4	95	100	5.6	62.2	32.2	94.4
	5	42	97.6	43.6	46.2	10.3	56.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	91	92.3	25.6	31.7	42.7	74.4
	4	99	96	14.4	53.3	32.2	85.6
	5	83	100	38.8	37.5	23.8	61.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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